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ABSTRACT

This resource guide contains useful information about kindergarten-grade 12 curricula on the prevention of alcohol and other drug use for classroom use. It also cites other relevant publications and organizations. The guide is intended to help teachers, counselors, and other school personnel in their efforts to create a drug-free America. The guide is divided into four major sections. The first section lists prevention materials. For each entry, information is provided on the organization, publication date, format, length, context, topic, mode of delivery, target audience, setting, readability, and availability of the material, as well as a brief description of its content. The second section lists 14 curricula that contain a no-use message; consist of at least 25% alcohol and other drug use prevention material; make clear that the use of illicit drugs is harmful and that young people are responsible for their own decisions; use no illustrations that could teach users how to obtain, prepare, or ingest drugs; are scientifically accurate; are appropriate for the developmental age of students; reflect an understanding of the target group's culture; do not use recovering addicts as role models; are school-based; and are available to the general public. The third section lists eight government publications and journals and three other publications. The final section of the guide lists names, addresses, and telephone numbers of 30 relevant groups, organizations, and programs on curriculum. (NB)

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ED 360 592

Alcohol and Other Drugs Resource Guide

Drug-Free by the Year 2000

CURRICULUM

November 1992



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Office of Educational Research and Improvement
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From the Acting Director of CSAP...

After the home, the classroom is the second most significant environment, both in the quality and quantity of time spent there, in child development. CSAP recognizes the value of investing in prevention education to protect our youth from the problems associated with alcohol and other drugs.

This resource guide contains exciting and useful information about K-12 curricula for classroom use; it also cites other directly relevant publications and organizations. This guide is intended to help teachers, counselors, and other school personnel in our mutual quest for a drug-free America. We invite your comments on the usefulness of this guide and your suggestions for further editions.

Vivian L. Smith, M.S.W.

CG024973



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Substance Abuse and Mental Health Services Administration

Produced by the National Clearinghouse for Alcohol and Drug Information, Lynn Hallard, staff writer.

For further information on alcohol and other drugs, call 301-468-2600, 1-800-729-6686, or TDD 1-800-487-4889.

This Alcohol and Other Drugs Resource Guide was compiled from a variety of publications and data bases and represents the most current information to date. This guide will be updated regularly, and your comments or suggestions are welcome. To suggest information or materials that might be included in updated editions, please write to the **National Clearinghouse for Alcohol and Drug Information (NCADI)**, P.O. Box 2345, Rockville, MD 20847-2345, or call 1-800-729-6686, TDD 1-800-487-4489.

The listing of materials or programs in this resource guide does not constitute or imply endorsement by the Center for Substance Abuse Prevention, the Public Health Service, or the Department of Health and Human Services. The materials have been reviewed for accuracy, appropriateness, and conformance with public health principles.



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Prevention Materials on Curriculum

What Works: Schools Without Drugs

Organization: U.S. Department of Education
Year: 1989
Format: Book
Length: 78 Pages
Topic: Education, Drugs, Prevention
Target Audience: Educators, Parents
Setting: Schools
Readability: Average
Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686; Free

This book features the latest information about drugs and their effects, as well as examples of school-based programs that have successfully combatted student drug use. It describes how drug use develops, the extent of alcohol and other drug use, and what parents can do to instill responsibility in their children.

Drug Prevention Curricula: A Guide to Selection and Implementation

Organization: Office of Educational Research and Improvement, U.S. Department of Education
Year: 1988
Format: Book
Length: 65 Pages
Topic: Drug Prevention

Target Audience: Educators
Setting: Schools
Readability: Fairly Difficult
Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686; Free

This is a concise guide for anyone selecting or designing an alcohol and other drug prevention curriculum. Chapters discuss prevention policy, curriculum for grades K-12, and the support prevention curricula developers need from parents and the community.

National Commission on Drug-Free Schools: Final Report

Organization: U.S. Department of Education
Year: 1990
Format: Book
Length: 99 Pages
Topic: Education, Prevention, Alcohol and Other Drugs
Target Audience: AOD Prevention Professionals, Educators
Setting: Schools
Readability: Fairly Difficult
Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686; Free

This report outlines goals for achieving drug-free schools by the year 2000. It gives an overview of drug problems among young people, summarizes stu-

dents' views on alcohol, tobacco, and other drugs, and outlines the roles and responsibilities of community groups and organizations.

Ayudando a Sus Alumnos a Decirle Que No (Helping Your Students say "No") Teacher's Guide

Organization: Center for Substance Abuse Prevention
Year: 1990
Format: Booklet
Length: 13 Pages
Topic: Prevention, Alcohol and Other Drugs, Education
Target Audience: Educators
Setting: Schools and Home
Readability: Average
Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686; Free

This guide, in English and Spanish, explains the effects of alcohol on the body and why children start to drink. Also discussed is how teachers can help their students refuse alcohol and deal with the first signs of drinking. This guide is targeted toward teachers of 8 to 12 year olds, and includes organizations where teachers can go for more information.

The Fact Is...You Can Start a Student Assistance Program

Organization: Center for Substance Abuse Prevention
Year: 1988
Format: Fact Sheet
Length: 9 Pages

Topic: Student Assistance, Alcohol and Other Drugs

Target Audience: Educators

Setting: Schools

Readability: Average

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686; Free

Student Assistance Programs (SAPs) are a partnership between community health agencies and the schools. SAPs focus on behavior and performance at school and use a referral process that includes screening for alcohol and other drug involvement. This fact sheet provides information to school professional staff on the different types of SAPs, and where to obtain further information on forming a program.

The Fact Is...You Can Prevent Alcohol and Other Drug Use Among Secondary School Students

Organization: Center for Substance Abuse Prevention
Year: 1989
Format: Booklet
Length: 27 Pages
Topic: Prevention, Education
Target Audience: Educators, Jr.-Sr. High Youth
Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This fact sheet provides information on intervention and prevention programs. It includes resources for students, parents, and teachers on organizations and materials for individual, class, or group use.

Schools Without Drugs: The Challenge

Organization: U.S. Department of Education

Year: Quarterly

Format: Newsletter

Topic: Prevalence, Patterns, and
Consequences of Alcohol and Other
Drugs, Youth.

Target Audience: General Public

Setting: Schools

Availability: National Clearinghouse for
Alcohol and Drug Information, P.O. Box
2345, Rockville, MD 20847-2345;
1-800-729-6686; Free

This bimonthly newsletter, published by the Department of Education, contains information about alcohol and other drug prevention activities and research findings.

PREVENTION CURRICULA AT A GLANCE

	Grades	Training	Parent Component	Assessment	Evaluation	Price
More Than 50% of AOD Abuse Prevention Material						
K-12 Curricula Here's Looking at You 2000	K-12	Optional	*	*	n	\$7,250.00
Learning to Live Drug Free	K-12	n	*	n	n	FREE
Elementary Curricula						
D.A.R.E.	K-9	Required	*	*	*	*\$1.00
Drug Free: DUSO	K-4	n	*	n	n	\$135.00
McGruff	K-6	n	n	n	*	\$89.00
25% to 50% AOD Abuse Prevention Material						
K-12 Curricula D.A.T.E.	K-12	Optional	*	*	n	\$49.95
Elementary Curricula						
Discover Skills for Life	K-6	Optional	*	*	*	\$1,672.00
Growing Up Strong	Presch-3	Optional	*	*	*	\$25-45.00
Paper People	K-3	Required	*	n	n	\$275.00
That's Life--Telesis	K-8	Optional	*	*	n	\$585.00
Turn It Around	3-6	n	n	n	n	\$95.00
Middle School Curricula						
Ombudsman	5-7	Required	n	n	*	\$1,250.00
Team Starts	6-8	n	n	n	n	\$19.95
High School Curricula						
Sacred Tree	Secondary	n	*	*	n	\$450.00

Assessment refers to instruments that are designed to measure the impact on students' knowledge and attitudes about alcohol and other drugs. Evaluation refers to curricula programs that have been tested to measure the adequacy and appropriateness of the curricula material. Details and evaluations available from sources.

*Price is \$1.00 each for workbooks

n = not included

Curriculum Resource List

This resource list was compiled by the Center for Substance Abuse Prevention to assist teachers, youth leaders, and others who work with youth in grades K-12 in their review and selection of alcohol and other drug curricula.

Curricula listed here were reviewed by curriculum and prevention specialists to ensure conformance with the following criteria. The curricula materials must:

- Contain a strong no-use message;
- Consist of at least 25 percent or more alcohol and other drug use prevention material. (The formula for deriving the amount of alcohol and other drug use prevention lessons within a curriculum is the number of alcohol and other drug use prevention lessons divided by the total number of lessons in that curriculum. Alcohol and other drug use lessons are defined by lessons that teach refusal skills or teach alcohol and other drug information. Lessons teaching self-esteem, communication, goal setting, and coping/stress reduction skills are not counted as alcohol and other drug use prevention lessons.)
- Make clear that the use of illicit drugs is wrong and harmful;
- Make clear that young people are responsible for their own decisions and not provide them with excuses for their behavior;
- Use no illustrations or dramatizations that could teach people how to obtain, prepare, or ingest illegal drugs;
- Be scientifically accurate and up-to-date;
- Be appropriate for the developmental age, interests, and needs of the students;

- Reflect an understanding of the target group's cultural systems and assumptions;
- Not use recovering addicts or alcoholics as role models;
- Be school-based;
- Be available to the general public.

An explanation of these public health guidelines and further information is available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345.

What Works? A Guide to School-Based Alcohol and Drug Abuse Prevention Curricula

Rogers, T., Ph.D.; Howard-Pitney, B., Ph.D.; and Bruce, B.L., M.P.H., R.D.

Year: 1989

Materials: Book, 112 Pages

Target Audience: K-12

Cost: \$19.50

Availability: Stanford Health Promotion Resource Center, Distribution Center, 1000 Welch Road, Palo Alto, CA 94304-1885; 415-723-0003

This guide to school-based alcohol and other drug curricula provides detailed information on 30 curricula. Each curriculum has a teacher training component, has had a program evaluation, and was developed or revised in the last 5 years. Reviews were conducted by teachers and administrators. This guide is designed to assist educators

and health professionals to make more informed choices when deciding on the adoption of school-based curricula.

Here's Looking at You, 2000

Roberts, Fitzmahon and Associates

Year: 1986

Materials: A kit for each grade level containing a teacher's guide with complete instructions, and all materials needed to implement the program including videotapes, posters, filmstrips, games, puzzles, hand puppets, reference materials, costumes, charts, and scripts

Target Audience: K-12

Curriculum Cost: \$7,500 plus shipping and tax. Teacher's Guide K-12 - \$70. Kits for individual grades also may be ordered: K-1 - \$565; Grade 2 - \$525; Grade 3 - \$585; Grade 4 - \$995; Grade 5 - \$1,095; Grades 7-9 - \$940; and Grades 10-12 - \$1,395.

Lessons/Sessions: 15 lessons each for K, 1st and 2nd grades, 14 lessons for 3rd grade, 19 lessons for 4th grade, 21 lessons for 5th and 6th grades, 28 lessons for 7th, 8th and 9th grades.

Skills Emphasized: Assertiveness, coping/stress reduction, communication, bonding, decision making, goal setting, safety, refusal, and self-awareness/self-esteem

Training: Optional - \$895 and \$525 for Training of Trainers Kit

Availability: Comprehensive Health Education Foundation (CHEF), 22323 Pacific Highway South, Seattle, WA 98198; 206-824-2907

The Here's Looking at You, 2000 curriculum focuses on three areas: providing information, developing social skills, and promoting bonds with institutions and pro-social peers. Teaching is facilitated by the use of cross-age teaching and cooperative team learning with parental and community involvement encouraged. A wide variety of learning activities are used including

puppets, role-play, videotapes, group activities, games, readings, and worksheets.

Learning to Live Drug Free. A Curriculum Model for Prevention

U.S. Department of Education

Year: 1990

Target Audience: K-12

Curriculum Cost: Limited quantities available free of charge from the National Clearinghouse for Alcohol and Drug Information. When ordering, use inventory number BKD51

Lessons/Sessions: 40

Skills Emphasized: Coping/stress reduction, communication, decision making, goal setting, health/illness, refusal, and peer pressure resistance

Training: None required

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 301-468-2600 or 800-729-6686

Learning to Live Drug Free infuses drug prevention lessons into six subjects: health and physical education, language arts, mathematics, science, social studies, and art and music. The curriculum model is divided into four-grade clusters, K-3, 4-6, 7-8, and 9-12. Each grade cluster is divided into sections that include background for teachers, working with parents and the community, lessons plans and activities. Schools may choose to use the curriculum as their primary prevention resource or as a supplement to other established substance abuse prevention efforts. This self-contained curriculum model was created specifically to be used without the need for special training or instructions.

DARE - Drug Abuse Resistance Education

Rich, R., Ph.D.

Year: 1983

Materials: 40-page student notebook
(officers have their own leader's manual)

Target Audience: K-9 (10-12 Under Development)

Curriculum Cost: Schools buy student workbooks at approximately \$1 each; bulk quantity discounts are available

Lessons/Sessions: (K-2) 4 weekly 1/2 hour lessons; (3) 5 weekly 1/2 hour lessons; (4-6) 15 weekly 1 hour lessons; (7-9) 9 weekly 1 hour lessons

Skills Emphasized: Assertiveness, coping/stress reduction, communication, decision making, health/illness, refusal, safety, self-awareness, feelings, media advertising resistance, peer pressure, and healthy alternatives

Training: Required. 80 hour, 2-week course. Must be a police officer to take training.

Availability: D.A.R.E. AMERICA, P.O. Box 2090, Los Angeles, CA 90051-0090; 1-800-223-DARE. Schools may contact their local police station to obtain information about project DARE.

This comprehensive curriculum is delivered by uniformed police officers. A special focus is placed on 5th, 6th, and 7th grade students. The primary objective is to help students recognize and resist the pressures that influence them to experiment with drugs. This is accomplished by focusing on four major areas: providing accurate alcohol and other drug information, teaching students decision-making skills, showing them how to resist peer pressure, and giving them ideas for positive alternatives to drug use. In addition to formal instruction, the DARE officer interacts with the students outside the classroom, during lunch and recreational activities. This emphasizes the officer's presence as a

role model and friend. A pre/post test is provided for assessment. Parental involvement is encouraged.

Drug Free: A DUSO Approach to Preventing Drug Abuse

Dinkmeyer, D., Sr.; Dinkmeyer, D., Jr.; and McKay, J.L.

Year: 1989

Materials: Teacher's guide, parent book, lap easel story book, picture book, activity cards, reproducible masters, audiotape, puppet, and activity cards

Target Audience: K-4

Curriculum Cost: \$135 plus shipping and tax for a complete kit.

Lessons/Sessions: 10 Modules (20-30 minutes)

Skills Emphasized: Assertiveness, communication, resisting peer pressure, decision making, problem solving, and street education

Training: None-required

Availability: American Guidance Service, Inc., Publishers Building, Circle Pines, MN 55014-1796; 800-328-2560; 800-247-5053 in MN

Based on the premise that the more children practice, the more they'll understand, this program features stories, dramatic play, and guided fantasy activities to simulate situations in school and at home. DUSO the Dolphin, the puppet and central character in the drug-free program, is used to help children learn healthy alternatives to drug use. Drug Free is based on the DUSO (Developing Understanding of Self and Others) model and includes information and suggestions for parent involvement.

McGruff's Drug Prevention and Child Protection Program

National Crime Prevention Council

Year: 1986 Revised

Materials: A teacher's guide, two audiotapes, one 23" McGruff puppet and stand for each grade

Target Audience: K-6

Curriculum Cost: \$89 per set for each grade

Lessons/Sessions: 32

Skills Emphasized: assertiveness, communication, decision making, self-esteem, refusal, safety, and positive peer pressure

Training: Not required. A \$15 training video is available.

Availability: Puppet Productions, Attention: Bill Hawes, P.O. Box 82008, San Diego, CA; 800-854-2151

The McGruff Elementary School curriculum is designed to educate children in alcohol and other drug use prevention, safety, and crime prevention. The teacher delivers the lesson using the McGruff puppet. Lessons also include an audiocassette presentation, a teacher-led discussion, handouts, and additional suggested group activities. Group activities include role-playing and singing. The first 16 lessons introduce a different subject each week. Lessons 17-32 are review lessons. All lessons are designed to develop self-esteem so that children may resist peer pressure. McGruff teaches children to watch out for each other, to help one another, and to work together to prevent alcohol and other drug use and crime.

Discover-Skills for Life

Thompson, M., Ph.D.; Strange, J., MA

Year: 1988

Materials: Teacher's manual, student book, application worksheets, home worksheets, vocabulary worksheets, test books, and overhead transparencies

Target Audience: K-6

Curriculum Cost: \$1,672 shipping—includes 25 student books

Lessons/Sessions: 15 units for K and 1st grades, 16 units for 2nd grade, 17 units for 3rd grade, and 20 units for 4th, 5th, and 6th grades

Skills Emphasized: Assertiveness coping/stress reduction, communication, decision making, goal setting, healthy alternatives, refusal skills, safety, and self-awareness/esteem

Training: Not required. In-service available on request

Availability: Educational Assessment Publishing Company, 1731 Kettner Boulevard, San Diego, CA 92101; 800-888-5111

Discover is based on a lifestyle risk reduction model for prevention in schools. The lessons are organized into three strands: self-esteem building and coping skills; drug information; and decision making and relationship skills. The content and activities in the three strands are designed to develop, support, and enhance positive life skills. Through role play, course teaching, group activities, and encouraged parental involvement, students are provided with knowledge, skills, and experiences which increase their ability to make healthy no-use choices about drugs. Unit tests are included.

Growing Up Strong (GUS). A Mental Wellness and Chemical Abuse Prevention Program for Kindergarten Through First Grade

Hammer, J., and O'Bar, A.

Year: 1988

Materials: Teacher's guide, duplication masters, posters, dolls, puppets, and other accessories

Target Audience: 1988

Curriculum Cost: Basic Kit \$25, for K-3. Basic Kit Includes: Teacher's guide, duplication masters and GUS poster. Deluxe Kits \$45, for K-3; Spanish bilingual supplement for preschool through 3rd grade, \$35; American Indian supplement for preschool through 3rd grade, \$20.

Lessons/Sessions: 32 lessons for K and 1st grades, 29 lessons for 2nd and 3rd grades

Skills Emphasized: Decision making, assertiveness, problem-solving, and building self-esteem

Training: Optional. On-site training ranges from a 3-hour overview to a comprehensive training and evaluation package. Cost of the training program varies depending on the individual needs of the school district and includes the training, travel, basic kits, and accessories. Prices range from \$1,301.50 to \$13,800

Availability: Center for Child and Family Development, The University of Oklahoma, 555 E. Constitution Street, Norman, OK 73037-0005; 405-325-1446

Growing Up Strong (GUS) is a mental wellness program based on the concept that heightened self-esteem and the development of coping skills leads to a positive self-concept in young children. GUS for Kindergarten through 1st Grade reinforces the skills of accepting responsibility, problem-solving, decision-making, and assertiveness. GUS for 2nd and 3rd Grades focuses on creativity through art for stress management. Classroom activities teach personal safety and introduce information about alcohol and other drugs. GUS and GUSSIE dolls, puppets, and videos help to reinforce the lessons.

An Observable Behavior Checklist is provided as a non-diagnostic instrument to assess each child's progress. Re-

inforcement activities for special needs children are included in some activities. Spanish bilingual supplements and an American Indian supplement are available as reinforcements.

Paper People

DeRoche, F.; DeRoche, J.; and Brooks, J.

Year: 1989

Materials: Teacher's manual; paper people kit containing all the materials necessary to implement this program

Target Audiences: Elementary, K-3

Curriculum Cost: \$275 plus travel expenses

Lessons/Sessions: 8

Skills Emphasized: Assertiveness, communication, decision making, health, self-awareness/esteem, COA issues and safety

Training: One-day training provided.

Availability: The KNOPF Company, Inc., 1126 South Main Street, Plymouth, MI 48170; 313-455-4343

In addition to providing an alcohol and other drug use information base for the general population of students, the Paper People program is designed to help identify high-risk students to enhance early intervention. Various learning techniques are incorporated, including paper bag puppets, group discussion using a felt board, a theme song, and drawing. Parental involvement is encouraged. No assessment tool is used.

That's Life-A Telesis Drug Education Curriculum Series Kindergarten Through 8th Grade

Cleveland, D.

Year: 1986/1989 New Revised Edition

Materials: Parent information sheets (English and Spanish) worksheets in Spanish (optional), School Administrator's manual, parent workshop manual, handouts in English and Spanish (optional).

Target Audience: K-12

Curriculum Cost: K-8 (9 volume set) \$585

Lessons/Sessions: 4 to 6 weeks for each grade K-3, 6 to 9 weeks for each grade 4-8

Skills Emphasized: Assertiveness, communication, decision making, health, refusal, and self-awareness

Training: Optional

Availability: Telesis II of California, Inc., 3180 University Avenue, Suite 640, San Diego, CA 92104, 1-800-542-2966, 619-280-1828

The content of *That's Life* is based on the philosophy that young people can learn to make responsible, healthy choices in their lives. The curriculum is specifically designed for integration into social studies, language arts, art and physical education. Five sequentially taught units are presented to each grade level. They are self-awareness, group dynamics, decision-making, pharmacology, and communication. Activities that encourage the development of communication skills, reading, writing, spelling, and oral communication are incorporated throughout the curriculum. Each level includes evaluation components.

Turn It Around

Landro, F.A., and Marks, G.

Year: 1989

Materials: 32-page teacher's guide, poster video, and reproducible lesson plans and work sheets

Target Audience: Grades 3-6

Curriculum Cost: \$95

Lessons/Sessions: 15

Skills Emphasized: Assertiveness, communication, decision making, goal setting, refusal, self-esteem, relationships/trust, and positive alternatives

Training: None required

Availability: Dave M. Winfield Foundation Productions, 2050 Center Avenue, Fort Lee, NJ 07024; 201-461-5535

Turn It Around is not meant to stand alone, but should be part of a comprehensive alcohol and other drug abuse educational program. It contains a 19-minute video that presents nationally recognized figures from various ethnic groups as positive adult role models. There is a corresponding activity book with 15 lessons that helps to reinforce the themes addressed in the video: self-esteem, choices, goals, trust, and positive alternatives. Each lesson includes an overview, lesson plan, and activity/worksheet. At the conclusion there is a section that includes a song sheet and a challenge for the class to create its own special project.

The Sacred Tree

Boop, M.; Boop, J.; Baker, C.P.; Baker, L.

Year: 1988

Materials: Teacher's manual, posters, 25 students books, four videos, six resource books, and visual aids

Target Audience: American Indian and secondary students

Curriculum Cost: \$450. Student text sold separately, \$8.50

Lessons/Sessions: 12

Skills Emphasized: Assertiveness coping/stress reduction, communication, decision making, goal setting, self-awareness and self-esteem, understanding and expressing feelings, alternative personal identity, and cultural heritage

Training: None required

Availability: Four Worlds Development Project, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K3M4, 403-328-4343

The Sacred Tree is geared toward American Indian secondary students. It covers many aspects of the alcohol and other drug use problem, including economic impact and school and community drug use. Students are shown the positive steps they can take to contribute to the solution, with their community and parents being active participants. Personal identity and cultural values are stressed to form a bond with positive ethnic heritage. Teaching strategies used include guided visualization, journal entries, cooperative learning techniques, group activities, peer modeling, and audiovisuals. No assessment tool.

Ombudsman, A Classroom Community

Keny, J., and Harrill, H.

Year: 1987 Revised

Materials: Teacher's manual that includes reproducible worksheets

Target Audience: Grades 5-6

Curriculum Cost: \$15

Lessons/Sessions: 30 hours

Skills Emphasized: Communication, decision making, self-awareness and self-esteem, community service

Training: 3-day training seminar is required. Cost is \$1,250 for 12-24 participants, plus \$15 per person for a teacher's manual

Availability: The Drug Education Center, 500 East Morehead Street, Charlotte, NC 28202; 704-375-3784

Ombudsman is a three-phase prevention program designed to prevent drug abuse and create a caring community in the classroom. Students are given the

opportunity to participate in positive self-esteem and social skill building activities. The goal is to move them away from such high-risk states as rebelliousness, low self-esteem, and low valuing of school, and toward positive, constructive skills.

Team Stars: Skills for Deciding Together

Bellanco, J.

Year: 1989

Materials: 220-page teacher's manual that includes a handout section

Target Audience: Grades 6-8

Curriculum Cost: \$19.95 plus shipping, handling and tax

Lessons/Sessions: 12 Units per grade

Skills Emphasized: Communication, decision making, goal setting, self-awareness, and problem solving

Training: None required

Availability: IRI, 200 East Wood Street, Suite 250, Palatine, IL 60067; 800-922-4474; 312-991-6300 in IL

This handbook uses cooperative learning strategies to teach middle-school students to develop thinking and decision making skills. Each of the lessons is designed to integrate new information and skills and to apply them through practice. Group activities include role playing, goal setting and decision making. Each grade level contains units focusing on smoking, alcohol, chemical substances, self-esteem, problem solving, and team building.

Studies, Articles, & Reports on Curriculum

Government Publications and Journals

Prevention of Drug Abuse: Examination of the Effectiveness of a Program with Elementary School Children

Church, P.; Forehand, R.; Brown, C.; and Holmed, T.

Behavior Therapy 21(3):339-347, 1990.
(Available from PAM Programs, P.O. Box 5227, Valdosta, GA 31603-5227.)

The purpose of this study was to investigate the effectiveness of a program with elementary school fourth graders. One hundred children were assigned to an experimental group or a no-treatment control group and were assessed at pre-treatment, post-treatment, and a 2 month follow-up. Subjects in both groups were seen for three 1-hour sessions in groups of approximately 20 children. The children receiving the drug use prevention program were taught information about drugs and drug abuse, the difference between good and bad drugs, information about addiction and being "conned" into drug use, and safety rules for preventing drug use. Children in the control group were seen for an equal time by an experimenter but were taught their regular class lessons. Relative to the control group, chil-

dren in the experimental group acquired more information at the post-assessment. While the differences between the two groups in this area diminished somewhat at follow-up, difference between the two groups' application of skills emerged at follow-up. The results indicate that children in elementary school can be taught basic information concerning drug use prevention.

Substance Abuse Curricula vs. School Drug Policies

Goodstadt, M.S.

Journal of School Health 59 (6):246:250, 1989
(Available from Rutgers University, Center of Alcohol Studies, Piscataway, NJ 08855-0969.)

Schools are attempting to reduce alcohol and other drug use by implementing policies related to their use in school settings. A review of current trends in adolescent substance use, together with research concerning effectiveness of alcohol and other drug education and the impact of legal deterrence, indicate that: (1) neither educational nor school policy strategies by themselves are likely to effectively prevent use; (2) to be effective, education and policies must acknowledge and incorporate clear statements of community norms about alcohol and other drug use; (3) to be effective, educational and policy strategies must complement and reinforce each other; and

(4) education and policies must acknowledge and reinforce the positive behavior of the large number of students who do not use alcohol and other drugs.

Competing with the Drug Curriculum in American Schools

Toby, J.

Washington, DC: U.S. Department of Education, 1989, pp. 243-262. In: R. Pedone and M.K. Gwaltney, Eds., *Perspectives on Preventing Student Drug Abuse*.

(Available from the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.)

This volume presents 10 papers that examine the drug use problem and presents different views on issues about drug use, students, and schools. The Department of Education commissioned these papers as part of a project on new research perspectives on preventing student drug use. The goals of this project were to generate and acquire some creative, new ideas on preventing drug use. The authors of these papers are not drug researchers, and their charge was deliberately broad to encourage them to explore areas that might be overlooked by the drug use research community.

Effects on Students of Teacher Training in Use of a Drug Education Curriculum

Allison, K.R.; Silverman, G.; and Dignam, C.

Journal of Drug Education 20(1):31-46, 1990.

(Available from the Addiction Research Foundation, Prevention Studies Department, 33 Russell Street, Toronto, Ontario M5S2S1, Canada.)

The study examines the effects of differential teacher training in use of a drug education curriculum on students' knowledge levels, problem-solving and coping skills, attitudes towards planned decision making, behavioral intentions, and the use of tobacco and alcohol. An experimental design was used to compare the effects of exposure to teachers who had either intensive staff development, in-service training, or no training. The findings indicate a statistically significant difference between groups of students as to their intention to drink alcohol. Students whose teachers had intensive staff development were less likely to intend to take a drink if offered one, than students whose teachers had in-service or no training. Possible reasons for a lack of significant results on other variables are the confounding influences of school, classroom and teacher effects.

HIPP: Comprehensive School-Based Substance Abuse Program with Cooperative Community Involvement

Carlson, C.E.

Journal of Primary Prevention 10(4):289-303, 1990.

(Available from Alternatives Inc., 2021B, Suite 5, Cunningham Drive, Hampton, VA 23666.)

A school division of 20,000 students has implemented a kindergarten through grade 12 prevention and intervention program to address the use of alcohol and other drugs among youth in the Hampton Community. Hampton Intervention and Prevention Program (HIPP) uses a 30-member steering committee, representative of the schools,

parents, and community agencies, to monitor the comprehensive program and provide linkages among cooperating groups. Specific components include elementary, middle, and high school prevention programs, a student assistance program, and a program for students suspended for use of alcohol and other drugs at school.

Teacher Characteristics and Competencies Related to Substance Abuse Prevention

Jones, R.; Kline, K.; Habkirk, S.; and Sales, A.

Journal of Drug Education, 27(3): 179-189, 1990.

(Available from Kathleen Kline, Ed.D., University of Arizona, College of Education, Tucson, AZ 85721.)

Teacher characteristics and competencies perceived beneficial for preventing alcohol and other drug use among students are identified. Characteristics and competencies were integrated into four distinct categories including those specific to alcohol and other drug use, specific to prevention, specific to intervention, and specific to teacher-student relations. A questionnaire was developed to quantify expert perceptions of importance. The questionnaire was given to 86 teachers, national university researchers, and drug program specialists that were actively engaged in the AOD prevention arena. A total of 65 questionnaires were returned, with teacher-student relations emerging as the most important aspect of teacher comportment, followed by knowledge associated with human behavior, substances, user recognition and referral, prevention curricula, and legal issues. These findings are encouraging in that

the characteristics and skills perceived as important to prevention can be developed in both pre- and inservice teacher training.

Profiles of Successful Drug Prevention Programs, 1988-89. Drug-Free School Recognition Program

Washington, DC: Office of Educational Research and Improvement, 1990.

(Available from Office of Educational Research and Improvement, 555 New Jersey Avenue, NW, Room 510, Washington, DC 20208-5645.)

The Drug-Free School Recognition Program is a competitive evaluation and award program that acknowledges those public and private elementary and secondary schools with successful alcohol and other drug use prevention or reduction programs. Strategies and activities used by the 47 winning schools, which underwent an extensive nomination and review process, are highlighted in this report. Effective prevention strategies, or "indicators of success," are as follows: recognition and assessment of drug problems; clearly defined, enforced, and publicized policies; comprehensive alcohol and other drug use education curricula; staff development; and student, parent, and community involvement. A table depicting the outstanding components of each program is included, and individual programs are described in separate entries. The entry for each program provides: the "indicators of success" found to be especially outstanding in this program (e.g., teaching drug prevention); demographic profile—grades, enrollment, percentage of Whites; brief narra-

tive description of the program; and information concerning the contact person.

A Survey of Current Research Studies on Drug Education Programs in America

Pellow, R., and Jengeleski, J.

Journal of Drug Education 21(3):203-210, 1991.

(Available from Dr. Randall A. Pellow, Horton Hall 307, Shippensburg University, Shippensburg, PA 17257.)

This article surveys recent research findings on drug education programs in America. Findings have been somewhat contradictory but a pattern of encouraging results seem to favor prevention programs that focus on resistance training. Research results were complimentary of curricula and S.A.P. (Student Assistance Program) which emphasize intervention strategies. Information about what parents, schools, students, and communities can do concerning drug prevention efforts is included.

Other Publications

Parents and Children Getting a Head Start Against Drugs

Oyemade, U.J.

Fact Sheet, National Head Start Association, 1989.

(Reprints available from National Head Start Association, 1309 King Street, Suite 200, Alexandria, VA 22314.)

This fact sheet describes an early childhood Head Start curriculum on AOD prevention. The curriculum, designed for both parents and children, includes information on drug use, risk factors, drugs in the community, health issues, peer pressure, family management skills, and development of support networks. The target populations are African American and Hispanic children who are enrolled in the Head Start program, and their parents. The parent curriculum employs a skills development approach. The 10 sessions include lectures, discussions, role playing, self-assessment, and puppet construction. The children's curriculum is integrated into the regular Head Start classroom curriculum, and includes playing games, coloring, and singing. The curriculum was evaluated by assessing the knowledge, values, attitudes, self-esteem, stress, and other factors of experimental and control groups. These results are not yet available, but the developers have found teachers, parents, and children to be responsive to the need for drug prevention at the early childhood level.

The Weekly Reader National Survey on Drugs and Alcohol

Borton, T. (Editor)

The Weekly Reader National Survey, Field Publications, Middletown, CT, Fall 1990.
(Reprints available from Field Publications, 245 Long Hill Road, Middletown, CT 06457.)

This report presents the results of a 1990 survey of children and youth on their attitudes about drugs and drinking. The readership survey, conducted by Weekly Reader Corporation periodicals, was conducted during the week

of October 30 to November 3, 1990. More than 14,000 teachers, representing more than 350,000 students, responded to the survey. A sample of 4,800 teacher summary forms was randomly selected for processing. Each teacher form represents roughly 25 students, for a total sample of 120,000 students. For students in grades four to six, school, in 1990, was the primary source of information about the dangers of drugs and drinking — a response that rose significantly from that given in 1987, and that more than doubled since 1983. Due to the greater information role played by schools, television and movies dropped by 50 percent as a primary source of information about dangers, while the family as a source was the same as in 1987. An increased percentage (46 percent in 1990 compared to 37 percent in 1987) believed cigarettes are drugs. The percentage who believed that wine coolers are drugs increased from 21 percent in 1987 to 27 percent in 1990. Since 1985, there has been a significant increase in the numbers of students who think drug and alcohol education should be taught in their grades. An increased percentage (86 percent in 1990 compared to 70 percent in 1985) responded that alcohol and drug education should be taught in the 4th through 6th grades.

Preventing Alcohol and Other Drug Use through Curricula: Where We've Been and Where We're Headed

English, J., and Austin, G.

Paper, American Educational Research Association, San Francisco, CA, March 27-30, 1989

(Available from the Southwest Regional Laboratory for Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, CA 90720.)

The field of drug and alcohol abuse prevention is still in its infancy, but has come a long way since the first prevention approach was adopted in the late 1960s. Despite the weaknesses of past curricula and the problems still to be addressed, prevention curricula are becoming more effective as time goes on. Much has been learned from prevention failures, as well as from a few successful prevention programs. Programs that increase drug knowledge are quite easy to develop; programs changing attitudes toward drug use are more difficult; and programs changing drug- and alcohol-related behaviors are quite rare. Yet many of the ineffective approaches are still being used in today's school-based curricula. If further advancements toward reducing alcohol and other drug use problems are to be made, focus needs to be on approaches that lead to positive behavior change. The Nation must continue to place the problems of alcohol and other drug use by our youth in the forefront providing the support needed to continue making progress in the area of educational research and curriculum development.

Groups, Organizations, & Programs on Curriculum

Action

1160 Vermont Avenue, NW
Washington, DC 20525
202-634-9757

Al-Anon Family Groups

World Service Office
P.O. Box 862, Midtown Station
New York, NY 10018-0862
212-302-7240 or 800-356-9996

Alcoholics Anonymous (AA)

World Service Office
475 Riverside Drive
New York, NY 10115
212-870-3400

American Council for Drug Education (ACDE)

204 Monroe Street
Suite 110
Rockville, MD 20850
301-294-0600

American Federation of Teachers

555 New Jersey Avenue, NW
Washington, DC 20001
202-879-4400

Boy Scouts of America

Drug Abuse Task Force S200
1325 Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
214-580-2000

Do It Now Foundation

P.O. Box 21126
Phoenix, AZ 85036
602-257-0797

Drug-Free Schools State and Local Grants Program

400 Maryland Avenue, SW
Room 2135, FOB-6
Washington, DC 20202-6151
202-401-4595

Family Life and Health Education

ETR Associates/Network
Publications
P.O. Box 1830
Santa Cruz, CA 95061
800-321-4407

Girl Scouts of the U.S.A.

830 Third Avenue and 51st Street
New York, NY 10022
212-940-7500

Hazelden Foundation

Pleasant Valley Road
P.O. Box 176
Center City, MN 55012
800-328-9000

Just Say No Foundation

1777 North California Boulevard
Walnut Creek, CA 94596
800-258-2766

Juvenile Justice Clearinghouse

P.O. Box 6000
Rockville, MD 20850
301-251-5307 or 800-638-8736

Narcotics Anonymous (NA)

P.O. Box 9999
Van Nuys, CA 91409
818-780-3951

Nar-Anon

P.O. Box 9863
Washington, DC 20016
202-399-5316

National Association for Children of Alcoholics

11426 Rockville Pike
Rockville, MD 20852
301-468-0985

National Association of Teen Institutes

8790 Manchester Road
St. Louis, MO 63144
314-962-3456 or 314-968-7394

National Black Child Development Institute (NBCDI)

463 Rhode Island Avenue, NW
Washington, DC 20005
202-387-1281

National Clearinghouse for Alcohol and Drug Information

P.O. Box 2345
Rockville, MD 20847-2345
301-468-2600 or 800-729-6686

National Collaboration For Youth (NCY)

1319 F Street, NW, Suite 601
Washington, DC 20004
202-347-2080

National Congress of Parents and Teachers (National PTA)

700 North Rush Street
Chicago, IL 60611-2571
312-787-0977

National Council on Alcoholism and Drug Dependence, Inc.

12 West 21st Street
New York, NY 10010
212-206-6770

National Crime Prevention Council

Substance Abuse Prevention
Programs
1700 K Street, NW
2nd Floor
Washington, DC 20006
202-833-4000

National Families in Action

2296 Henderson Mill Road, Suite 300
Atlanta, GA 30033
404-326-5799

National Head Start Program

1220 King Street
Suite 200
Alexandria, VA 22314
703-739-0875

National Youth Sports Coaches Association

2611 Old Okeechobee Road
West Palm Beach, FL 33409
407-684-1141

Parent's Resource Institute for Drug Education (PRIDE)

50 Hurt Plaza
Suite 210
Atlanta, GA 30303
404-577-4500 or 800-241-7946

U.S. Department of Education

Drug Abuse Prevention
Oversight Staff
Office of the Secretary
400 Maryland Avenue, SW
Room 4145, MS 6411
Washington, DC 20202
202-401-3030

YMCA of the USA

101 N. Walker Drive
Chicago, IL 60606
312-977-0031

YWCA of the USA

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